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trolling Authorities in American Municipalities"; "Physical Defects and School Progress"; "Legal Provisions."

In this new form one notes that special emphasis is given to the excellent work of dental inspection and that the topic of the relation of physical defects and school progress is more conservatively handled than in its original presentation. Excellent illustrations of examiners at work and selected specimens of good working blank forms for the records of examiners are printed and add much to the value of the book. In its present altogether presentable form this book represents a valuable summary of the status of medical inspection of schools at the present time, and an indispensable source of authority for guidance in the installation of the best schemes where hygienic supervision has not received sufficient attention, or for the reorganization and correction of unworkable and unsatisfactory programs for caring for diseased and physically defective children. It is a distinct contribution to this worthy propaganda.

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American Poems. Selected and edited by WALTER C. BRONSON.
Chicago: The University of Chicago Press, 1912. Pp. v+669.
\$1.00 net. Postpaid, \$1.15.

This volume is intended "for use in schools and colleges" and for individual readers who wish "to become acquainted at first hand with the whole field of American poetry." The selections extend from William Morrell's "New England" (1625) through the whole list of American poets, near poets, and verse-writers, down to Emily Dickinson's "Simplicity" (1892). In all, seventy writers are listed in the index, and, in addition, the volume contains the verses of a dozen anonymous poets. About 300 pieces fill the 356 pages; 40 pages are given to Barlow and Freneau, 260 to the group of great nineteenth-century poets, and 50 to Whitman and Lanier; somewhat less than 200 pages remain for the other 75 writers.

Thus do comparatively unknown poets rub shoulders with masters. Indeed, the editor frankly affirms that "the space allotted to individual authors is not determined wholly by poetical merit. . . . Trumble, Barlow, and Freneau, for example, are each given more pages than Holmes, not because they are better poets, but because their works are less accessible."

Accessibility as an important principle of selection has given the volume both its weakness and its strength. An unavoidable shortcoming lies in the fact that at least fifty or sixty of the eighty-odd authors are comparatively mediocre. Their verses are perhaps good enough to serve as an appropriate setting for the few gems of American poetry. By the principle of contrast even a gold setting is dull when compared with the jewel; so "The Day of

Doom" may be excused on the principle of contrast for appearing under the same covers with the masterpieces of Lowell and Longfellow.

To put such a volume, in which the excellent is mingled with the indifferent, in the hands of indiscriminating high-school pupils has many obvious dangers. Teachers of literature in secondary schools, except perhaps for the rare Senior classes making intensive study of American literature, will hardly adopt Professor Bronson's book as a text. As a reference book it ought to be upon the shelves of every secondary-school library. For the individual reader who wishes to have a taste of all our poets, the volume will prove invaluable. It

to be hoped, however, that general readers will continue to read Longfellow and the rest, not from compilations, however excellent, but from complete editions of these poets.

That which constitutes the volume's shortcoming for general readers is its strength for college classes. It is well for the college student to get the flavor of an old musty poem out of a musty old book; but for this few college libraries are adequate. The editor of *American Poems* has presented many selections not otherwise accessible. Moreover, the chronological order of presenting the works of various authors renders the book serviceable for classes in the history of literature. Professor Bronson has wisely avoided the presentation of fragments; a large majority of the selections are complete poems. Finally he has enriched his work by 100 pages of valuable notes and an elaborate bibliography, both of which college teachers of American literature will find useful.

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